

MILNGAVIE PRIMARY SCHOOL & EYC



SAFEGUARDING

Quality Indicators	
2.1	Safeguarding and Child Protection
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Garry Graham

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What is safeguarding?

The Government has defined the term 'safeguarding children' as:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

In Milngavie Primary School and ELCC we place very high regard on the health and well-being of our children. We have worked hard to set up appropriate support plans, involve parents, train staff, create a more inclusive, less confrontational environment, provide a wide variety of experiences, develop strong working relationships with a wide range of partners and access external funding to help us provide a range of resources to meet a broad range of individual pupil needs.

In this position statement we will refer in broad terms to what the school has introduced and what we hope to introduce. This 'policy' is the overarching link which ties in the many other policies and procedures we have put in place to safeguard our children.

Child Protection

Child protection is covered in other school documents.

The full documents can be found in the Management Circular folder in the staffroom.

The procedures for dealing with suspected abuse are detailed and the Head Teacher or person deputising should follow these. The contents of the authority and our school's policies will be discussed annually as a staff.

Relevant information will be communicated on a need to know basis.

The Children (Scotland) Act 1995 places a statutory duty upon local authorities to safeguard and promote the welfare of children in its charge. Education has a key role to play in dispensing that duty and all teachers must be aware of procedures. For legislation please see appendix 1.

The key principles are,

- The welfare of the child is paramount.
- Each child should be treated as an individual.
- Each child who can form a view on matters affecting him or her has the right to express those views if he she so wishes.
- Each child has the right to protection from all forms of abuse, neglect or exploitation.

- Parents should normally be responsible for the upbringing of their children and should share that responsibility.
- So far as is consistent with safeguarding and promoting the child's welfare, the public authority should promote the upbringing by their families.
- Any intervention by the public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration.
- Child abuse is described under one of five categories on the Child Protection Register. These are:
 - Physical injury
 - Sexual abuse
 - Non organic failure to thrive
 - Emotional abuse
 - Physical neglect
- All adults who have the charge of children have a responsibility to ensure that children are not harmed and are properly cared for. Children with a problem will choose to speak to a person they trust, irrespective of the role and status of that person. It is therefore essential that all education staff are familiar with the issue of child protection, take the child's story seriously and avoid either interrogating the child or silencing the child by indications of disbelief.
- The role of education employees in circumstances where there are concerns that a child may have been abused is to observe, report, record, co-operate (with social services and other relevant agencies such as police, the children's reporters administration and appropriate medical personnel) and support the child in line with procedures.

The named Child Protection Officer at Milngavie Primary and ELCC is Mr Graham.

At Milngavie Primary we will constantly review the effectiveness of the school's arrangements, including links with key agencies, for ensuring the safety of our pupils.

So what things do we regularly consider/review at Milngavie Primary?

- That we have clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, bullying, health and safety, harassment and discrimination and that we meet all required duties
- That the school has established clear management responsibilities in relation to child protection including relevant designated staff
- That the school monitors and evaluates the effectiveness of its policies and practices
- We ensure that adults working with pupils are appropriately recruited and vetted
- We ensure that adults receive up-to-date, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils

- That we encourage and enable pupils to report any concerns or complaints including concerns about poor or abusive practices
- That we take reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time
- Identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refer such concerns promptly to the relevant agencies
- That we record information relevant to safeguarding concerns clearly and accurately and share it appropriately, both internally and with other agencies
- That we help pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk for example:
 - o when handling hazardous equipment and materials
 - o looking after themselves during outdoor activities
 - o when attending alternative educational or work-related provision
 - o using the internet
 - o if they come into contact with groups that encourage the use of violence
- That we liaise with agencies who can help us to provide children and families with the best possible support e.g. relating to domestic violence

At Milngavie Primary we have established the following policy and procedures to ensure our children's care and welfare is safeguarded

- Behaviour policy
- Anti-bullying policy
- Health and safety policy
- Child protection policy
- Equal opportunities policy
- PPR information
- Risk assessments
- Views of parents on safeguarding
- Views of pupils on safeguarding
- That designated staff are clearly identified and all staff are aware who the named person is
- Record of racist incidents
- Record of bullying incidents
- Child protection paperwork
- Minutes from discussions
- Policy evaluations
- School's Values - See Curriculum Rationales and school/cluster, Vision, Values and Aims
- Staff recruitment policy - see authority guidelines
- CPD records and evaluations
- Evidence of discussions with pupils - e.g. concern Sheets
- Pupils surveys showing that they know what to do if they are worried and who to talk to - to be implemented
- Reports from core group and other meetings
- Vulnerable/LAC pupil evidence trail

Safeguarding

Safety of children and vulnerable learners is a topic that is too often in the news. High profile cases of abuse of children and vulnerable adults highlight the importance of vigilance by provider staff.

- A child is legally defined as *'any person who is under the age of 18 years'*.

While it is important to recognise that certain groups of people are legally defined as vulnerable, and to have relevant policies, procedures and practice in place to cover them, at Milngavie Primary we believe that it is much better to have fully inclusive and integrated 'safer' practices that apply to all staff and learners. This creates a safer environment for all and ensures that no one is left out.

There are two main aspects to safeguarding and promoting welfare of children:

- arrangements to minimise risks
- arrangements to take all appropriate actions to address concerns - actively promoting the concept of the 'safe learner'.

Judgements on safeguarding are wider than protection in relation to individual children and include aspects such as learner health and safety, bullying, meeting medical needs and provider security arrangements.

- As a school we consider the following to ensure we are developing effective practices:
- Providing staff training to identify potential indicators of abuse or neglect amongst learners.
- Ensuring that provider staff, subcontractor staff, partners/suppliers and volunteers have appropriate checks/policies and procedures in place.
- Ensuring safeguarding is clearly addressed in policies and procedures
- That display the schools values and beliefs in relation to individual rights to freedom from abuse and harm.
- Highlight the school's clear belief to all learners and staff which indicates that there is zero tolerance of abuse and other harmful behaviours.
- Having policies and procedures that direct both staff and learners towards taking appropriate actions when abuse and harmful behaviours occur.
- Having a commitment to working with other health and social care partners.
- No staff member on site without the appropriate disclosure information. For more information see Appendice 2.
- Information and advice given on when to take action and how, confidentiality, how to deal with allegations against staff and a clear code of behaviour (what is and is not appropriate - being updated as required and in the light of changing circumstances and experience).
- Take advantage of specialist training for staff who deal with vulnerable children.
- Implement our school Complaints Procedure and inform stakeholders.
- Have systems in place for new staff.
- Embedding personal safety rights and responsibilities into the curriculum for learners.

- Raising awareness of 'newer' forms of abuse such as internet grooming, (highlighting safety while using computers).
- Having information for learners and staff (on safeguarding, abuse and how to seek help)
- Ensuring that self-evaluation processes pay sufficient regard to safeguarding practices.
- Evaluating risk procedures as required.
- Reviewing policies as appropriate.
- Incorporating into our staff development programme activities for induction of new staff in safeguarding.

Next Steps:

- *Establish a policy on toileting.*
- *Involve staff in future safeguarding policies.*
- *Acquire training and devise a list of all staff who have had training.*
- *Continue to look at other institutions inspection reports.*
- Look at HMIe and Ofsted information e.g. <http://www.excellencegateway.org.uk/> or <http://www.ofsted.gov.uk/>
- <https://www.eastdunbarton.gov.uk/health-and-social-care/services-children-families/child-protection/i-am-professional>

Looked after and Accommodated Children

What does looked after mean?

The term Looked after includes children looked after at home, subject to a supervision order from a Children's Hearing, but living at home with their birth parent(s) or with other family members, as well as children looked after away from home who live with foster or kinship carers, in residential care homes, residential schools or secure units.

At Milngavie Primary we aim to provide support to meet the needs of all pupils. It is recognised that Looked After and Accommodated children are a particularly vulnerable group who may at times require additional support/monitoring.

The Senior Leadership team member who has overall responsibility for Looked After and Accommodated Children is **Garry Graham, Headteacher.**

When children and young people become looked after, it is essential that there is robust and flexible planning for their future from the outset. Stability is crucial to children's development and happiness, and the system should support stability through minimising moves and seeking permanent solutions wherever possible.

Most young people leaving care do not become 'care leavers' - that is, they return to their birth families or find other permanent solutions before they reach the statutory school leaving age. Ensuring that their transition from care is as smooth and sustainable as possible should be an underpinning theme to care planning and decision making.

Working with birth parents

At Milngavie Primary we appreciate that unless parental rights and responsibilities have been removed, we, as the corporate parent, must seek to work in partnership with the birth parent(s).

Parents will be kept fully informed about their child's progress and consulted wherever appropriate. We appreciate that there will be times when working with birth parents can be challenging, but we firmly believe it vitally important to be able to demonstrate that as much as possible we have supported the family.

We also realise that a small proportion of looked after children and young people and care leavers present a high risk to themselves or others. Their care is particularly difficult to manage and can present significant issues, for example when identifying suitable accommodation. Risk assessment and management of their specific support or co-ordinated support plan is therefore crucial at Milngavie if we are deliver positive outcomes.

At Milngavie Primary:

- We will strive to provide a co-ordinated approach to meeting the needs of all Looked After and Accommodated Children.
- We will work closely with the Social Work dept. and all associated agencies.
- Link with all designated support staff provided by the authority.
- Ensure each teacher is aware of any Looked After and Accommodated Children in their care and reviews their progress along with the Headteacher.
- Ensure appropriate mechanisms are in place for reviewing and monitoring the progress of Looked After Children.
- Build in procedures for alerting the appropriate care/link worker of any concerns re: attendance, timekeeping, behaviour or progress of each pupil.

At Milngavie Primary we will act as responsible Corporate Parents -

'Corporate parenting means the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of looked after children and young people, and care leavers.'

Looked After Children and Young People: We Can and Must Do Better,

Scottish Executive

Corporate parenting operates at the strategic, operational and individual level.

The three key elements are:

1. The statutory duty on all parts of a local authority to co-operate in promoting the welfare of children and young people who are looked after by them, and a duty on other agencies to co-operate with councils in fulfilling that duty.
2. Co-ordinating the activities of the many different professionals and carers who are involved in a child or young person's life, and taking a strategic, child-centred approach to service delivery.
3. Shifting the emphasis from 'corporate' to 'parenting' defined by Jackson et al in 2003 as 'the performance of all actions necessary to promote and support the physical, emotional, social and cognitive development of a child from infancy to adulthood'. The local authority delegates this function to those providing day-to-day care for the child or young person.

At Milngavie Primary we see Corporate Parenting as not only a responsibility but also a real opportunity to improve the futures of looked after children and young people; recognising that all parts of the system have a contribution to make is critical to success.

The concept of corporate parenting is inherently paradoxical: good parenting demands continuity something which cannot always be provided in a school setting due to a raft of extenuating factors. We will strive, however, to manage these changes while giving each individual child or young person a sense of stability.

Being a good corporate parent means we should:

- accept responsibility for the council's looked after children and young people
- make their needs a priority
- seek the same outcomes for them as any good parent would want for their own children.

Ongoing liaison with the Social Work department should ensure the school is alerted if any pupil is received into residential or foster care and act accordingly.

Mr Graham will liaise with carer/key worker to ensure good communication is established.

Mr Graham will liaise with other colleagues to ensure appropriate educational provision.

Mr Graham will liaise with the Authority's co-ordinator for Looked After and Accommodated children as required [Ms Julie Murray - The Campus] and if necessary set up support plans/CSPs for the child.

Mr Graham or the DHT/s will attend Case Conferences to discuss the child's /ren's progress.

The child's/ren's progress will be reviewed by the class teacher and the Headteacher at arranged meetings.

Meeting the needs of ASN/More able pupils

Please refer to other school policies and procedures including:

- Additional Support for Learning
- Meeting the Needs of Able Pupils
- Pupil Support Groups

Responsibilities

Each teacher, unless otherwise agreed, is responsible for ensuring that children's care, welfare, health, safety and security needs are met.

Race, Equality and Disability Discrimination

The curriculum of our school is designed to provide equal opportunities for all pupils regardless of differences in race, sex, religion, social or economic class. (Cross reference with school policies e.g. DDA)

Health, Safety and Security

Health and Safety is the primary concern for all those involved with children in the school. If a member of staff is unsure of any aspect they should speak with the Headteacher or the school's Health and Safety representative - at the time of writing this is EIS Rep. Lynne Kelly.

In relation to Data Security please refer to school's GDPR guidelines.

Distributive leadership and stakeholder involvement

This policy has been drawn up in collaboration with the teaching staff who share the responsibility for its implementation.

Working with others

The school is working very proactively to make as many positive and constructive links with partner agencies as possible. We will continue to develop these relationships at every opportunity to provide as much support for our children and families as possible.

LIST OF USEFUL DOCUMENTS

1. Management Circulars
2. Safe and Well
3. General Scottish Executive publications (on its website)
4. Child missing from education
5. Getting it Right for Every Child
6. We Can and Must do Better

Appendix 1

The Protection of Vulnerable Groups (Scotland) Act 2007 (Transitory Provisions in Consequence of the Safeguarding Vulnerable Groups Act 2006) Order 2009

Vulnerable Children and Young People Legislative Framework

The United Nations Convention on the Rights of the Child

1. The Scottish Executive is committed to the principles set out under the UN Convention on the Rights of the Child ratified by the UK Government in 1991. The Convention is not a law but a code that recognises that children and young people in Scotland have rights. There are 54 articles in the Convention covering rights such as the right to express and have their views taken into account on all matters that affect them; the right to play, rest and leisure and the right to be free from all forms of violence. The provisions of the European Convention on Human Rights are legally binding on the Executive.

The Children (Scotland) Act 1995

2. The Children (Scotland) Act 1995 is centred on the needs of children and young people and their families and defines both parental responsibilities and rights in relation to children and young people. It sets out the duties and powers available to public authorities to support children and young people and their families and to intervene when the child or young person's welfare requires it. These duties and powers include provisions to protect children and young people from abuse and neglect through a range of measures including the provision of accommodation, services for the child and young person and wider family. The essential principles behind the Act are:

- each child or young person has the right to be treated as an individual;
- each child or young person who can form his or her own views on matters affecting him or her, has the right to express those views if he or she wishes;
- parents should normally be responsible for the upbringing of children and young people and should share that responsibility;
- each child or young person has the right to protection from all forms of abuse, neglect or exploitation;
- so far as is consistent with safeguarding and promoting the child or young person's welfare, the public authority should promote the upbringing of children and young people by their families;
- any intervention by a public authority should be properly justified, and should be supported by services from all relevant agencies working in collaboration.

In support of these principles three main themes run through the Act:

- The welfare of the child or young person is the paramount consideration when his or her needs are considered by Courts, Children's Hearings and local authorities.
- No Courts should make an Order relating to a child or young person and no Children's Hearing should make a supervision requirement unless the Court or Hearing considers that to do so would be better for the child or young person than making no Order or supervision requirement at all.
- The child or young person's views, taking appropriate account of age and understanding should be taken into account where major decisions are to be made about his or her future.

3. All agencies which work with children and young people have a shared responsibility for protecting children and young people and safeguarding their welfare. Local authorities have a specific legal duty in terms of the Children (Scotland) Act 1995 to safeguard and promote the welfare of children and young people in need in their area. This welfare responsibility is carried out by the local authority department with responsibility for social work services. Those bodies responsible for education, health, the police and other persons or agencies with a role in providing children's services also have significant responsibilities for the protection of children and young people. *Protecting Children - A Shared Responsibility* provides guidance on how agencies and professionals should work together to protect children and young people from abuse and neglect, and to safeguard and promote their welfare. The duty to safeguard and promote the welfare of children and young people in need falls upon the local authority as a whole and embraces social work services, education, housing and any other relevant services required to safeguard and promote the welfare of such children and young people.

Appendix 2

Criminal record information

Information available from the CRB/Disclosure Scotland include 'standard' or 'enhanced' disclosures, where the job meets the relevant criteria.

- **Standard disclosure:** This is appropriate for jobs that involve regular contact with children and vulnerable adults. It contains details of both spent and unspent convictions, as well as cautions, reprimands and final warning held on the Police National Computer. Lists held by government departments of those banned from working with vulnerable groups are also searched.
- **Enhanced disclosure:** This applies to jobs involving greater contact with children or vulnerable adults (for example jobs involving caring for, supervising, training or being in sole charge of children or vulnerable adults). It contains the same information as standard disclosure but also include non-conviction information from local police records if thought to be relevant to the post applied for. Until the new databases being established under the Vetting and Barring Scheme (see above) are available, employers will need to continue with enhanced disclosure checks.

Adverse information contained in a CRB disclosure should not necessarily act as a bar to employment. The disclosure may contain details of spent convictions irrelevant to employment with children or vulnerable adults, and care must be taken not to treat an adverse entry on a CRB disclosure as an automatic bar to employment.